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ABSTRACT

One of 6 state reports of projects and programs operating in cooperation with the Regional Curriculum Project, the document highlights major topics discussed during a workshop relating to the reorganization of small school districts. The 5 major topics are "The Great Plains Project," which relates to planning for reorganization; "The Moore County Re-organization Project," a report of a successful reorganization attempt; "The Role of the Consultant," wherein reorganization is described in terms of the role of the state department of education; "The Intermediate Service Unit," which discusses the usefulness of an intermediate educational agency; and "Procedures for Re-organization," which contains 8 main recommendations. (AL)

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SDE – School District Reorganization

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TOPICAL WORKSHOP REPORT

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REGIONAL CURRICULUM PROJECT
156 TRINITY AVENUE, S.W.
ATLANTA, GEORGIA 30303

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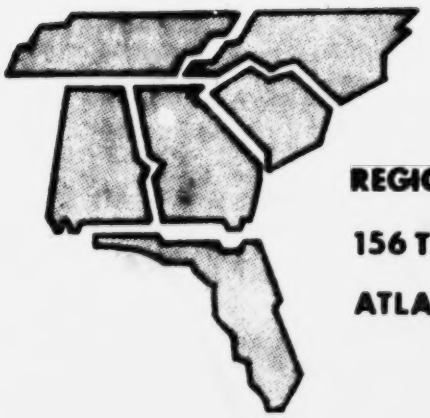

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PREFACE

On August 7-11, 1967, a workshop was held on the subject of Reorganization of small Local School Districts with Emphasis on Consultant Contribution in Columbia, South Carolina, under the sponsorship of the Regional Curriculum Project, in cooperation with the School of Education of the University of South Carolina. Mr. Richard L. Towers of the School of Education directed the workshop, assisted by Mr. James L. Griffin of Brookland-Cayce Schools, Cayce, South Carolina, group leader and writer. Participants were from the six state departments of education involved in the Regional Curriculum Project. They functioned as a panel for general questioning of guests following their formal presentations, and participated in general discussions of topics. Guests included Dr. Ralph D. Purdy, Mr. C. E. Powers, Dr. Francis E. Griffin, and Mr. William R. Schroeder.

Members of the Project staff also participated in the discussions and presentations.

This report was prepared from the proceedings of that workshop. It was written by Miss Linda Hardin, a writer on the Regional Curriculum Project staff, from Mr. Griffin's narrative of the proceedings, tape recordings and records of discussion sessions, and materials used during the workshop. The introduction was written by Bradley Martin, RCP staff writer.

The purpose of this report is to present those aspects of the topics that were discussed, and that seem to be of continuing interest as a stimulus to discussion and thought by the personnel of the cooperating state departments and by others who are interested in the topic.

Edward T. Brown, Director
December, 1968

INTRODUCTION

Decades have passed since the one-room country schoolhouse went the way of the covered wooden bridge. The more picturesque specimens fell into the hands of collectors, to be preserved as curious relics of an earlier era; others simply crumbled and fell down. Only a few have remained in operation, to remind us that there are still isolated areas of the United States to which the twentieth century has not yet penetrated.

The one-room schoolhouse served adequately the society and the economy of its day. In largely rural nineteenth-century America, the family bore the major responsibility for preparing youth to meet the demands of adult life. But agriculture experienced one technological innovation after another, as it gradually relinquished to industry and commerce its dominant hold on the futures of the young; and a father was not so often justified in thinking that he could teach his son everything he knew about making a living, and then enjoy a reasonable assurance that the boy would be at least as successful as he had been. The schools had to move beyond the "three R's" to provide the tools for survival in a more and more complex society, and the one-room school was not up to the task. Its replacement was the local district school, in which a teacher confined his efforts to teaching one grade or one or two subjects.

The local district school in a rural area was nearly always a self-contained unit, governed at the highest level by the county board of education and directly answerable to a board representing an administrative district co-extensive with the attendance area of the school. In town, a school might belong to a district organized as part of the county "system," or it might be part of an independent city system. The state's place in this arrangement varied: some states limited themselves to a largely regulatory role; others, at the opposite end of the spectrum, provided the bulk of the material support of the district schools but still left most decision making to local people. In either case, a state map would show an astonishing number of more or less autonomous local school districts; only the tiniest community lacked its own district and its own school. And, aside from athletic competitions and an occasional meeting or convention of teachers in a county or region, there were few relationships among schools.

Representatives of six state departments of education in the Southeast, participating in a Columbia, South Carolina, workshop on school district reorganization, convened August 7, 1967, to find themselves largely in agreement on a point of departure for their discussions: The system of organization in which small, local school districts or county systems are overseen to a greater or lesser degree only by central state

departments of education is obsolete or obsolescent nearly everywhere in the country--certainly in the six states served by the Regional Curriculum Project.

States have increased their powers over local education and the services they provide. But the distance between one level of educational administration and another is being reduced as new agencies appear to offer the services that can be provided effectively neither by the small district nor by the centralized state department.

Once again, society has outgrown the organizational structure within which its young are instructed. America has changed and will continue to change. The schools must both respond to and anticipate this change; and inefficiency in the use of material and human resources cannot be tolerated if public education is to match the pace at which technology and urbanization are altering the present and future of Americans.

The Columbia workshop participants, seeing the need for reorganization of public educational efforts, heard guests peakers explain various ways in which the problems of orreganization have been and can be approached, and considered their own roles as agents of change working from the state level.

THE GREAT PLAINS PROJECT

"For too many years, too many states have followed a pattern of school district reorganization based on size for the sake of size or consolidation for the sake of consolidation," according to Dr. Ralph D. Purdy, Director of the Great Plains School District Organization Project and the first speaker to address the workshop participants.

Dr. Purdy said that "as educators seek more and more money for educational programs, legislators are increasingly demanding efficiency in these programs. Because legislators are becoming increasingly pessimistic about the leadership of education and are about to move forward with their own programs, professional educators must display educational statesmanship."

Education is the function of the state. "The state is responsible for providing equitable, not equal, educational opportunities for all boys and girls in the state." "Equitable" opportunity is designed to meet the needs and potential of each individual child whereas "equal" opportunity provides the same programs for each child regardless of his needs and potential.

The first step in the planning of a suitable structure for education is identification of needs. Identification of needs was described as "one of the most intangible educational factors for identification, yet the most important." Six different levels were identified where educational needs are being defined today. These levels are:

- Federal government
- State government
- Local government
- Culture and society
- The individual
- Business and industry.

Three majo: stages in the reorganization of school districts were presented. First, the people who are to be affected by the plan should contribute to its development. The people should be informed--not necessarily through mass meetings, in the initial stages, but through regular channels of communication such as mass media, PTA meetings, civic clubs, etc. Involvement through committee work and community action groups is necessary as the reorganization proceeds.

The philosophy should be upheld that constructive changes will emerge, even though the end result may not be what was foreseen in the initial phases.

Leadership of consultative specialists using political, communications and organizational ability must be exerted. The responsibility for

this leadership rests with the state board of education.

Dr. Purdy said that school district organization currently has been developing along two distinct lines. One development is the self-contained district large enough to provide all services in an economical and efficient manner. The second development is the provision of some of the programs requiring a larger pupil base through some type of intermediate district.

The self-contained district is the more economical and efficient. Size is its major limitation. A large pupil base is necessary for breadth of program and economy of operation and this pupil base requires either a high density of population or a large geographical area. The figure for an acceptable self-contained administrative unit normally begins at about 20,000 pupils.

The concept of intermediate service units seems to be gaining ground in many parts of the country. Considerable variation in their administration and function is evident. Some intermediate service units provide services only. Others both provide services and administer programs such as vocational education and selected programs of special education.

For administrative purposes, large enrollment is one advantage of the intermediate service unit.

Enrollments for these districts vary by state. Several states, such as Oregon and California, do not set enrollment specifications. A 125,000 pupil base was recommended in New York in 1962. Pennsylvania has established as a base 100,000 pupils or one hour's driving time from the central office to the most distant school attendance center. Legislation in 1965 established bases of 20,000 pupils in Washington and 25,000 in Wisconsin.

School district reorganization is not exclusively a problem of rural areas. As the migration of people to urban and suburban areas continues, patterns or organization are being re-examined and altered to meet changing needs. Dr. Purdy identified three concepts of metropolitan school district reorganization:

- The establishment of a metro government, with education as one department of the total governing structure. Nashville and Davidson County in Tennessee, and Miami and Dade County, Florida, are examples of this concept.
- Metropolitan cooperative effort which is coordinated through some form of working interdistrict relationship. As examples, Dr. Purdy listed Louisville and Jefferson County, Kentucky, and Cincinnati and Hamilton County, Ohio.
- A two-level government for metropolitan areas, as proposed by the American Bar Association. One level would govern units of not less than 10,000 people each and would perform all of the functions which can be performed well at that level, while an area-wide government would concern itself with functions such as water supply, arterial highways, etc. The local units would serve approximately 3,500 pupils each. The metro level govern-

ment would be responsible for the functions of the intermediate service district.

One of the more exciting concepts emerging from organization studies is that of educational service districts corresponding to the socio-economic areas of a state. These socio-economic areas are identifiable by density of traffic flow. Minimum flow areas suggest the demarcation between one socio-economic area and another. Educational needs are among those that can best be served on such an area-wide basis.

The idea of separating the administrative functions of schools from the educational functions has been proposed by some planners for years, and may be included in consideration of school district organization.

In an era of changing patterns of governmental organization, Dr. Purdy stated that "this is a period of testing, exploring, validating, and establishing policy for that structure for the immediate and indeterminate number of years to come."

THE MOORE COUNTY RE-ORGANIZATION PROJECT

The subject of school district merger can be very controversial, according to Mr. C. E. Powers, Associate Superintendent of Moore County Schools in Carthage, North Carolina, and the workshop's second speaker. "When the subject of school district merger is introduced in this country --particularly in the Southeast--immediately a vast group of 'devils' appears on the scene." Mr. Powers identified these 'devils' as those who strongly oppose school district merger, and he grouped them into six broad categories:

1. "Devils of Skepticism," described as those "who do not really believe that the motive for merger is quality education;"
2. "Devils of Tomorrow," those who desire to wait until sometime in the future to merge districts;
3. "Devils of Fear," characterized by a basic fear of change;
4. "Devils of Green Power," those who oppose school merger because of financial cost;
5. "Devils of Mix-Master," those who maintain that merger will result not only in integration but in the mixture of desirables and undesirables; and
6. "Rather Fight Than Switch Devils," who are satisfied with the present situation and unwilling to consider the advantages of district merger.

Although he introduced his speech with a light treatment of difficulties encountered in school merger, Mr. Powers did not minimize the problems involved. "The task," he said, "is not only to recognize the problems but to combat them and, in as many cases as possible, turn these negatives into positives."

The Development of a Merged System in Moore County, North Carolina

Prior to merger in Moore County, Mr. Powers' own county, three separate school systems existed--Moore County Schools, Pinehurst Schools, and Southern Pines Schools.

The Pinehurst and Southern Pines administrative units were old, established, separate school districts. Southern Pines had led the State in its salaries for personnel. The Moore County System had been a "weak uncoordinated system spread over the relatively large county." Recently it had made progress toward becoming a strong and well administered system.

The tradition of separate systems in Moore County was sustained by the fact that there were differences in the kinds of education offered by the three school systems. Mr. Powers presented an example of these dif-

ferences by giving the per-pupil expenditures for the school year of 1965-66 in each of the three systems:

- Moore County, $392.19;
- Pinehurst, $415.17;
- Southern Pines, $421.31.

Both Pinehurst and Southern Pines had a greater per-pupil expenditure than Moore County, but Mr. Powers maintained that the purpose in merging was not to up-grade the county schools at the expense of lowering standards in the other two systems. The merger was described as the only solution to the problem of providing an efficient and quality school system for educating all the children of Moore County."

In 1946 a State Department of Public Instruction survey of Moore County recommended a single system with three high schools to serve the county. In 1958 those opposed to merger contracted a survey by a professional group. This study offered recommendations similar to those of the 1946 survey--one system with three high schools.

In 1961 the Moore County system began to consolidate its schools. The consolidation resulted in the formation of two high schools from seven. The remaining two high schools that had not been involved in the consolidation, Aberdeen and West End, saw the advantages in curricula being offered by the two large high schools and plans were formulated for the construction of a third high school which would consolidate Aberdeen and West End. These three high schools were designated according to areas: North Moore High School and Union Pines High school for Areas I and II, and a third school to be built for Area III.

A bond issue was passed in November of 1963 with funds to build and maintain a community college and to complete Union Pines and build the Area III school. A search for a construction site was then begun. Southern Pines and Pinehurst were between the two schools to be consolidated into the Area III school, and two possible sites for construction were located within these districts. Both of the independent districts refused to give the permission which was necessary to locate the school in either district. "Consequently, the Moore County Board of Education presented to the county commissioners a plan for reorganization which involved merger," said Mr. Powers. Still, Southern Pines and Pinehurst stated that they had no interest in merging with the county.

The turning point was reached on May 8, 1965, when the county commissioners presented to the legislature a resolution which requested legislation to permit the people of Moore County to vote on the issue. On October 2, 1965, the merger plan was passed. The vote was 3,386 to 2,462.

Mayor Hodgins of Southern Pines stated, "I'm not sure this merger is not the best thing that could have happened. I fought it, but I am going to work to make it good."

Development of a High School in a Merged System

Nineteen citizens committees and an advisory committee were formed to study various considerations involved in building a new high school. "The attitudes of citizens, students, and teachers were surveyed," said Mr. Powers, "and a follow-up study of 1962 and 1964 graduates was done. From these studies many areas for careful consideration emerged."

Many changes in the design of the actual building resulted from the advice given by consultants in the State Department of Public Instruction. "Since the State Department consultants were so knowledgeable in their respective fields, they were better able to make recommendations concerning the design than anyone else who had been associated with the plans," explained Mr. Powers.

The curriculum for Area III school, named Pinecrest High School, is based on the concepts of "modular scheduling, inter-school communications system, team teaching, individualized instruction, large and small group instruction, and an ungraded approach." The school is offering courses in groundskeeping and horticulture, hotel and motel cleaning and management, and store and restaurant management. The principal had the entire year prior to the opening of school to devote to working with consultants, the Moore County staff, and the State Department of Public Instruction. He also visited "exemplary situations across the country while developing the specifics of the curriculum."

The Future

Mr. Powers described two major projects to be undertaken by the merged system in the future. They are:

- Reorganization of the elementary schools;
- Public information program for bond issue.

In conclusion, Mr. Powers stated that "if there is any secret, any formula, any one suggestion that comes from Moore County's experience it would be this: perseverance, dedication and involvement of those people concerned make the difference."

THE ROLE OF THE CONSULTANT

"The State Department Consultant's Role in Local Re-Organization" was the topic of the speech given by Dr. Francis E. Griffin. Dr. Griffin is the Assistant Commissioner for Educational Administration and Supervision with the New York State Education Department in Albany.

Dr. Griffin listed the following factors which tend to limit school reorganization:

- the attitude that "our schools are good enough;"
- the feeling that the school is a community status symbol;
- fear of apparent loss of control;
- concern over representation on the new board of education;
- resistance by certain areas against joining a lower socio-economic area;
- insecurity of present professional staff.

The "Bureau of School District Organization" is a division of the State Department of Education in New York. It is composed of one bureau chief and four associates. Dr. Griffin explained that this bureau does not actively initiate the re-organization process; however, it does work with those concerned at the local level when it is called upon to do so.

District superintendents are appointed by the local boards of education, but they are actually employed by the State of New York. One of their specific responsibilities is to promote school re-organization.

District Organization

Standards of effectiveness in reorganization are relative and depend upon the following factors:

- the job to be done;
- the resources available;
- the circumstances in which people live and work together in planning, supporting, and controlling their schools.

An administrative school organization has the fundamental purpose of providing adequate educational opportunities for all children. The factors and pressures which create needs for reorganization in order to provide adequate educational opportunities for all children were enumerated by Dr. Griffin. They are:

- population growth, distribution, and migration;
- variations in sources and distribution of taxable wealth;
- transportation and communication problems and changes;
- the changing educational needs of society;
- greater individual expectations from the school.

What is the Role of the State Department?

The following reasons for better school district organization were given by Dr. Griffin:

- the expanding task of educating children;
- the rising costs of education;
- the knowledge explosion;
- the growing importance of education in daily life and work.

Dr. Griffin also pointed out that

- many schools are not well staffed;
- many classrooms are out of date;
- two out of every three secondary schools are too small to do a good job;
- meager programs exist in many schools;
- the drop-out rate is high;
- development of the talents of the gifted is incomplete;
- the tax base for school support is outmoded;
- funds available are insufficient for programs which need to be implemented;
- many districts are too small to use financial resources effectively or to provide high quality educational programs.

Dr. Griffin stated that school administration agencies cannot effectively function independently from each other. All administrative agencies are interdependent parts created to implement the will of the people for good schools. There is a need for organizational adaptation and change which will enable them to fulfill their purposes.

School districts in the United States are still too numerous and too small in size. "Each school district needs to be appraised in terms of its effectiveness in meeting its responsibilities to the state that provided for its creation and directs its activities and its responsibilities to a society whose future is dependent in a very great measure on how it functions," said Dr. Griffin. In making this appraisal of the school district, three questions need to be asked.

- Is the job that needs to be done being done effectively?
- If not, can the job be done well within the framework of the existing school district organization?
- If the job cannot be done by the existing organization, will reorganization within the current boundaries or extension of the current boundaries provide the framework that is needed?

Dr. Griffin concluded by pointing out that the final responsibility to exert active leadership in promoting the reorganization process rests with the state department of education.

THE INTERMEDIATE SERVICE UNIT

"It is recognized that one of the major educational problems in Nebraska is the need to continue to reorganize school districts into more efficient and more adequate administrative units" and "to seek ways to provide educational opportunities for boys and girls in a rural setting which will prepare them to live and to compete in a metropolitan society."

The above statement was made by Dr. William R. Schroeder, whose address to the workshop participants was entitled "An Overview of Nebraska's Service Unit." Dr. Schroeder pointed out that Nebraska is a predominantly rural state with a population of slightly less than one and one-half million people. One third of the people live in the two cities of Omaha and Lincoln, another one-third live in the forty-three communities of 2,500 to 25,000, and the remaining one-third are scattered throughout the 76,000 square miles of the State.

In August of 1965, a bill was passed in Nebraska which created nineteen educational service units. Dr. Schroeder described these units as "in reality multi-county intermediate units superimposed over the local school districts for the purpose of providing supplementary educational services to local school districts." These units will provide a package of programs and services to children, teachers, and administrators "which could not be provided by the local district either because of an inadequate enrollment to justify the provision of it or because of an inadequate financial base to make it possible."

Only two school districts in the State are large enough to provide a total program of education.

A ten-thousand-pupil population was established for the service units, but when area was taken into consideration it became apparent that it was not feasible to extend the unit boundaries in some areas of the State to include 10,000 pupils. As an example Dr. Schroeder cited Unit 14, which contains 8,999 square miles with a total pupil population of only 4,187.

Several provisions in the bill safeguard local control. First, the bill specifically states that the educational service unit is limited to providing supplementary educational services. "The attorney general in a recent opinion defined supplementary educational services as those educational services not now provided throughout Nebraska by existing school systems," said Dr. Schroeder. Another provision which assures control is that planning for the provision of supplementary services must be in cooperation with the local school district boards of education. This stip-

ulation prevents the service unit from imposing services upon the local districts.

Dr. Schroeder states that "the act provides that the unit board may finance its operation by placing a levy upon the assessed valuation of all the real and personal property within the unit boundaries not to exceed one mill on the dollar." A board may also enter into contractual arrangements with other educational agencies to finance services, and it may receive any state or federal funds made available to it.

Unit services may be provided in three ways. One way would be by direct provision; another would be by coordinating services within the district "whenever such services are offered on a cooperating basis between local school districts;" and the third way would be by contracting for educational services "with the board of any other educational service unit, any other educational agency, or with any appropriate state or federal officer or agency."

Provision is also made in the act to permit counties to vote on withdrawal from a service unit if at least five per cent of the legal voters in each of three-fifths of the school districts of the county sign a petition requesting the issue to be placed on the ballot for the next general election. If a majority vote is placed for the exclusion of the county, the county becomes independent of the service unit. Dr. Schroeder said that a major problem had developed as a result of the county exclusion clause in the statute. In describing the background of the problem he stated, "There is a right-wing organization, dedicated to the obstruction of educational change within the state, which launched a petition drive in each of the state's ninety-three counties to place the issue of exclusion on the ballot, with the expressed purpose of destroying the educational units."

The petition drive was successful in seventy-nine of the counties but "the voters in sixty-one of the seventy-nine counties voted to remain in the units and only eighteen were excluded." Therefore, ninety-two per cent of the state's population are still in service units. "Because the statute provides the same means for returning to the unit as for exclusion, there is hope that all the units will again be intact in the next few years," said Dr. Schroeder.

The final section of the statute states: "This act shall be supplemental to any other laws and shall not affect the reorganization of school districts." This section constituted a compromise on the floor of the legislature to appease those who oppose reorganization. Dr. Schroeder stated that "it was more than a compromise; it was a mistake." He said that until the school districts are more adequately organized, the service units cannot properly perform their functions.

Another problem connected with the statute was that mill local financial support was not adequate. Dr. Schroeder suggested that there should have been a provision for some state support and that the level of local support would need to increase in order to develop complete programs of service.

Dr. Schroeder listed four problems that were encountered in implementing the service unit program:

1. There is a need to develop an understanding of a total educational program which would include provisions for special programs and special services not only to students, but also to teachers, administrators, and the general public.
2. There is a need to recognize that children and youth in sparesely settled areas and in small towns are entitled to as high a level of instruction, with provision for special services, as pupils in metropolitan school districts.
3. There is a need for an extensive in-service program for the service unit administrators.
4. There is a need to survey and to identify specific educational needs within each of the service units and to set priorities among those identified needs.

Dr. Schroeder said that at least sixteen of the nineteen units had levied a tax for the next fiscal year. In a recent survey of the operational units, it was disclosed that there would be nine programs for the educable mentally retarded, five programs in the area of guidance and testing, four programs involving a psychologist, nine speech therapy programs, nine in-service and curriculum planning services, five curriculum materials centers, and six health services.

In conclusion, Dr. Schroeder stated that "slowly the concept is gaining understanding and acceptance; as the understanding and acceptance continue to grow we believe that the breadth and scope of services available to Nebraska's youngsters will grow."

PROCEDURES FOR RE-ORGANIZATION

The following recommendations for procedures in school district re-organization were proposed by the workshop participants in discussion sessions:

- Major leadership responsibility for re-organization should be assigned to an individual or a division within the state department of education.
- Data collected by the state department of education should be organized under the following topics:
  - educational needs;
  - program needs;
  - socio-economic factors;
  - political and geographical factors;
  - population growth and mobility;
  - local aspirations;
  - nationally accepted educational objectives.
- Information concerning needs for reorganization should be given to school district officials.
- School district officials should be offered encouragement and assistance in involving people of the area in a constructive effort toward educational improvements.
- In the initial phases of the reorganization effort those involved should promote "expansion of services" in school districts and should refrain from using "reorganization" or "consolidation" terminology.
- A reorganization program should not be promoted on the basis that it is cheaper than the existing system.
- State department consultative services should be provided in all administrative matters and in instructional areas according to needs.
- Evaluation of progress and follow-up studies should be provided by the state department.

Involvement of the people is an essential factor in the initial stages of reorganization, the discussion participants stated. The best way to involve people in reorganization is by providing them with adequate information on the need for reorganization. Information should go directly to the public from local school officials and representatives, not from the local news media or the local "grapevine."

By providing information to the people, the leadership will be able to promote understanding. The utilization of small group meetings with discussion at a level that laymen can understand is preferable to presenting speeches filled with unfamiliar terms and statistics.

It is important for leaders to realize that definite lines of communication exist which are peculiar to each area. Recognition and utilization of these communication lines are essential to efforts to gain understanding and acceptance by the people.

appendix

WORKSHOP SCHEDULE

MONDAY, AUGUST 7, 1967

4:00 p.m. Registration

7:00 p.m. Dinner
"Orientation": Dr. Victor Johnson
Assistant Director,
Regional Curriculum Project

"Welcome": Honorable John C. West
Lt. Governor, S. C.

"The Great Plains School District Organization Project"

Dr. Ralph D. Purdy, Project Director
Lincoln, Nebraska

TUESDAY, AUGUST 8, 1967

9:00 a.m. Group Work

11:00 a.m. "Moore County's Re-organization"

Mr. C. E. Powers, Associate Superintendent
Moore County Schools, North Carolina

1:45 pl m. Group Discussion

3:45 p.m. Group Work: "Problems, Issues, and Trends in School District Organization"

WEDNESDAY, AUGUST 9, 67

9:00 a.m. "The State Dep ent Consultant's Role in Local Re-organizatio

Dr. Francis E. in, Assistant Commissioner
New York State epartment of Education

11:00 a.m. Group Discussio

1:30 p.m. Group Work: "Factors Which Tend to Limit Re-organization and How to Overcome Them"

THURSDAY, AUGUST 10, 1967

9:00 a.m. "The Nebraska Service Unit"

Mr. William R. Schroeder
Nebraska State Department of Education

11:00 a.m. Group Discussion

1:45 p.m. Group Work: "Patterns of School District Organization"

7:00 p.m. Group Work

FRIDAY, AUGUST 11, 1967

9:00 a.m. Group Work and Synthesis

11:00 a.m. Summation

The Topical Workshops

During the summer and early autumn of 1967, the Regional Curriculum Project, in cooperation with universities, educational laboratories and development centers in the region, offered a series of ten topical workshops for state department of education personnel of the six cooperating states.

These workshops were held for the purpose of strengthening the six state departments by providing their personnel with experiences in areas which are of particular concern to these departments, with primary emphasis on instructional services and areas directly related to these services, in keeping with the special concern of the Project. Topics were selected on the basis of suggestions received from personnel of the cooperating departments, needs that became evident as a result of local school participation, examination of status study data, particularly the Consultant Role Study data, and concerns identified by members of the Project's policy committee and its coordinating committee.

In addition to providing experiences in the selected areas for state department personnel, the Project anticipated that these workshops would serve to generate working hypotheses which could be tested in subsequent phases of its activity.

A third purpose of the workshops was to make available, to state department consultants and others concerned with the problems of state departments in the region, a body of knowledge on each of the topics, along with the insight and conclusions of the workshop participants.

To complete this purpose by making the material available in printed form, a report on each of the topics is scheduled by the Regional Curriculum Project. These Topical Reports, in pamphlet form, are based on the proceedings of the workshops.

Topical Workshops were held, and Topical Reports are scheduled, on the following topics:

State Department Organization – June 26-30, Auburn, Alabama. This workshop examined the philosophy and purposes of state departments of education, with emphasis on organizational patterns. Leadership in instructional services, the consultant's role, and the nature and kinds of services to be offered to local school systems were the particular foci of the study. Presented with the cooperation of the Southeastern Education Laboratory, Inc., and Auburn University.

Orientation of New Employees – June 26-30, Auburn, Alabama. This workshop developed an exemplary program for orientation of new personnel into state departments of education. Orientation was examined in the perspective of continuing internal communications, and served as a focal point for discussion of the problems of defining the nature and objectives of the Southeastern Education Laboratory, Inc., and Auburn University.

Department of Education Innovative Practices and Other Exemplary Activity – July 10-14, Raleigh, North Carolina. A look at some of the instructional and other services recently developed by state departments of education, such as service units for instructional materials, regional offices, and the Administration of standards programs, from the point of view of the consultant. Presented in cooperation with the School of Education, North Carolina State University at Raleigh.

Developing Local Leadership – July 17-21, Athens, Georgia. This was an examination of the role of state department consultants in the techniques of identification and development of potential local leaders. Characteristics of potential leadership, techniques for development, and ways in which such leadership can be used in innovative programs in local schools were studied. Presented in cooperation with the Center for Continuing Education, University of Georgia.

In-Service Programs for Teachers – What Things Are Possible? – July 17-21, Athens, Georgia. This workshop examined the role of state departments in planning and implementing such programs, and explored techniques of evaluation. Exemplary programs from across the country were examined. Presented in cooperation with the Center for Continuing Education, University of Georgia.

The Potential of Computer Test Analysis for Classroom Instruction – July 24-28, Athens, Georgia. Using two of the Regional Curriculum Project's local school projects in this area as foci, this workshop examined computer test analysis as a tool for use by consultants in working with teachers, supervisors and principals. Presented in cooperation with the Research and Development Center, University of Georgia.

A State Department Data Bank as a Service for the Consultant – July 24-28, Athens, Georgia. In this workshop an effort was made to identify the kinds of data of most value to consultants which could be stored in departmental computers; and plans for access, techniques for use, were discussed. Presented in cooperation with the Research and Development Center, University of Georgia.

The State Department and Teacher Training Institutions – August 7-11, Columbia, South Carolina. The relationship of state departments and teacher training institutions, and ways to improve communications between them, were the major foci of this workshop. Services offered by state departments and the teacher training institutions were also examined. Presented in cooperation with the School of Education, University of South Carolina.

Re-Organization of Local School Systems – August 7-11, Columbia, South Carolina. This workshop examined the findings of the Great Plains School District Organization Project, a companion Title V, Section 505 project, and the experiences of one of the Regional Curriculum Project's local systems in re-organization. Presented in cooperation with the School of Education, University of South Carolina.

State Department Planning – What-Why-How? – September 19-21, Tallahassee, Florida. This was a workshop for top level state department personnel, in which administrative techniques developed by industry were applied to state department problems. "Case history" techniques of considering various problems were used. Presented in cooperation with the School of Business, Florida State University.

A Cooperative Program for the Study of Instructional Leadership Involving Experimentation in Determining the Role or Roles of State Departments of Education in Facilitating Desirable Change in the Educational Program for Children and Youth. (A Project under Title V, Section 505, Public Law 89-10, Elementary and Secondary Education Act of 1965.)

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